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ABSTRACT

Since the enactment of the 1958 National Defense Education Act, funded universities have provided African language instruction at the postsecondary level. With an increased interest in the less commonly taught languages (LCT) demonstrated by the 1988 Foreign Language Assistance Act, several African Studies Center universities provide instruction in Swahili at the K-12 level. The role of Swahili instruction in Madison, Wisconsin is an expanding outreach service. This article examines academic and auxiliary Swahili programs available for students from grades 2 through 12 and includes descriptions of instructors, students, class facilities, materials, curriculum goals, and the current status of each program. Instructors of these programs suggested several recommendations for organizers of future African and LCT language programs. A successful LCT program requires the integration of these factors: cooperation of the school/organization administration, enthusiasm of the community and parents, collaboration with other instructors, adequate facilities, sufficient budget, well-planned curriculum and materials, articulation with other feeder programs, and appropriate scheduled class time. Appendices include information about teacher certification in Swahili and Swahili scope and sequence. (Author/JP)

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ED 360 863

HABARI ZA KISWAHILI:

THE HISTORY OF SWAHILI INSTRUCTION

AT THE K-12 LEVEL

IN MADISON, WISCONSIN[1]

Patricia S. Kuntz

(Curriculum and Instruction)
University of Wisconsin-Madison

Abstract Since the enactment of the National Defense Education Act 1958, funded universities have provided African language instruction at the post-secondary level. With an increased interest in the less commonly taught languages demonstrated by the Foreign Language Assistance Act 1988, several African Studies Center universities provide instruction in Swahili at the K-12 level. The role of Swahili instruction in Madison, Wisconsin, is an expanding outreach service. This article examines the different academic and auxiliary programs that have been available for students from grades 2 through 12. It looks at teacher selection, curriculum development, and articulation.

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HABARI ZA KISWAHILI:
THE HISTORY OF SWAHILI INSTRUCTION AT THE K-12 LEVEL IN MADISON, WISCONSIN[2]

Following the launch of the Soviet satellite Sputnik I in 1957, the United States Congress passed the National Defense Education Act (NDEA) which has financed the instruction of languages and their related area studies disciplines. Under Title VI of the NDEA, research universities apply for grants to support graduate studies of less commonly taught (LCT) languages indigenous to Africa, Asia, Latin America, and Eastern Europe. For thirty-five years, these universities have offered a wide variety of languages for the purpose of facilitating research and of defending the political and economic interests of the U.S.

Traditionally, the outreach component of the Title VI grants does not promote LCT languages at the elementary and secondary school levels. However, in the late 1980s, a few Title VI African Studies Center outreach directors[3] arranged opportunities for K-12 students to explore Swahili. This article describes the six-year endeavor of Swahili instruction in Madison, Wisconsin, between 1987 and 1993 through the African Studies Program. It will describe the instructors, the students, the facilities, the materials, the curriculum, and the current status.

Swahili

The outreach program chose Swahili for several reasons. First, Swahili, a major language of East Africa (Kenya, Uganda, Tanzania), has been a medium of communication for traders and travellers in

east and central Africa for centuries. Students in other East African countries study Swahili as a second language. In Tanzania, it is the national and official language. Second, for English-speakers, Swahili is classified as a group I^4 language in terms of easy in acquisition. It is grouped with commonly taught languages such as French, Italian, and Spanish, and students can expect to attain a useable proficiency level after 450 hours of instruction. Third, Swahili has name recognition. Although most African Americans' heritage does not derive from this region, historically, they have sought to learn this language rather than some of the less prominent ones of West Africa. Fourth, both East African educators and African American leaders have developed materials for teaching Swahili at the elementary and secondary levels. Furthermore, these materials are probably the most easily accessible of any African language other than Arabic. Fifth, travel to East Africa is relatively common. Increasing numbers of Americans have taken a "safari" to Kenya. Several summer language institutes exist for Swahili in Kenya and Tanzania. Sixth, all the Title VI African Studies centers offer three years of Swahili instruction. This offering enables a teacher certification program to develop. Finally, over 130 colleges and universities as well as government language organizations offer Swahili. A cadre of speakers are available for follow-up instruction through the government and industry.

The Madison Programs

At the University of Wisconsin, the Title VI African Studies

Outreach Program fosters Swahili instruction in Madison.[5] Each course develops Swahili language and culture skills commensurate with the expectations for the student's age and abilities. Customarily, graduate students from the department of African languages and literature provide several levels of instruction: elementary, middle, and high school levels.

Program[6]	Grade	Year
* Elementary School *		
Thoreau Elementary School	(3 grade)	1992-93
UW Education, College for Kids	(4, 5 gifted)	1991,92,93
WilMar Community Center	(3-5)	1992, 93
* Mixed Age Groups *		
South Madison Neighborhood Center	(3-8)	1993
John Muir Summer Program	(3-8)	1993
Eagle School	(2-8)	1987
* Middle School *		
UW Health Sciences, Summer Enrichment	(6-9)	1992, 93
WilMar Community Center	(6-8)	1992, 93
* High School *		
Madison West High School	(10-12)	1988-91

The elementary offerings have occured as an after-school auxiliary program or summer community center program. The middle school programs are held during the summer through the auspices of the University of Wisconsin and local community centers. The contact period for the elementary and middle students provides an

opportunity to explore Swahili language and culture in an informal setting. The high school course was a regular academic offering complementing other language courses. Appendix A

Elementary School

The elementary programs are designed for short-term exploratory experiences. They are voluntary programs held after school, once or twice per week for one to two hours per meeting, or two hours per day for a week. Because of the logistics of these programs, administrators and teachers do not have full access to school services, academic instructors, or facilities. Student and parent commitments to the program vary from week to week. These programs include classes held during the academic year at public and private schools (Thoreau Elementary and Eagle School) and summer classes held at the university (College for Kids) and neighborhood centers (WilMar Community Center, South Madison Neighborhood Center, and John Muir School).

Instructors

Administrators use several methods for obtaining language teachers. Typically, African Studies administrators or potential instructors request participation in summer programs which are characteristic of neighborhood center classes. The WilMar program instructors exhibit the greatest extremes in qualifications. The Kenyan instructor holds a Wisconsin certification in secondary English; while the U.S. trained Swahili scholars have no license.

Instructors

Thoreau School program recruits instructors from foreign language student teachers enrolled in the University of Wisconsin or Edgewood College pre-service programs. This instructional opportunity, which becomes part of the practicum requirement for elementary experience and eventual certification, allows these student teachers to work with a small group of children and become familiar with issues in elementary education. Consequently, none of the instructors are expected to hold a foreign language teaching license; however, they are expected to have some education courses.

The College for Kids program solicits faculty participation from Madison campus departments. Department chairs may share this information with their graduate students. Because the instructors are university faculty or graduate students, they are not expected to have pedagogical training for the elementary level.

In the case of Swahili, none of the instructors hold Wisconsin Foreign Languages in the Elementary School (FLES) certification. Prior to these appointments none have taught this age level. None are student teachers involved in practicum requirements. However, most of the instructors have previous teaching experience.

Students

Students in the elementary programs represent a variety of abilities and commitments. The summer neighborhood programs are maintained on a drop-in basis. Consequently, the student population changes from class to class.

The Thoreau Parent Teacher Organization design their program

to provide minority third graders a headstart in language learning as preparation for middle school language programs. These classes also support the academic social studies courses dealing with other cultures. However, when the targeted minority students do not enroll in sufficient numbers in the program, administrators open participation to all third graders. As an after-school program, special bussing enables children to stay the additional hour.

The College for Kids students are fourth and fifth graders whose school designates them as "gifted and talented." These highly motivated Dane County students may apply for a one-week, morning immersion program.

Class facilities

The Thoreau and Eagle programs are at the school in one of the classrooms. Due to the scheduling, both classes are during the winter months which do not allow for outside recreational activities. College for Kids programs assemble at various locations on the Madison campus. At WilMar, the basement is the classroom; however, activities do take place outside.

Materials

The elementary materials are teacher generated. Most programs provide basic art supplies for student activities and visual aids. Few curriculum materials, designed for East African children of the same age, are too advanced for this initial instruction. At Thoreau the administrator provided a materials' allowance.

Curriculum goals

The elementary program includes memorized vocabulary words. At this level, the classes are taught both in English and Swahili with a focus on East African culture and Swahili acquisition. Because of the short attention span of students, short, concrete activities are planned including songs, games, stories, and so forth. Furthermore, the short contact time of 8-10 hours does not permit more than a brief introduction to numbers, colors, foods, and greetings.

The WilMar program not only separates the elementary students from the middle students, it also divides each level into smaller groups identified by East African countries -- Zaire, Tanzania, and Kenya. These country groups of 6-10 students have an adult counselor to drill the students and to review the content during the week. The counselor played an important role in linking the different content areas for the students.

Current status

The elementary program contains some innate program limitations. Funding the instructor is one limitation. At Thoreau, the parents sponsored the course through the school Parent Teacher Organization with funding from the Madison Metropolitan School District, Recreation Department. A second limitation is the enrollment quota. To meet the needs of the student population, the language program reflects the demands of the parents. Since Swahili is not a representative language of the current student body, the 1993-94 academic year will offer Hmong, Cambodian, and

Spanish.

Middle School

The greatest strength of the Madison program is at the middle school level. The middle school philosophy[7] allows for subject exploration, time flexibility, and interdisciplinary curriculum. Moreover, it encourages a team approach to instruction. In addition, students are at a cognitive level to begin using abstract higher order thinking strategies. Finally, the Swahili class allows middle school students, so often focused on themselves, to examine a language and culture having different structures but similar societal goals.

The African Studies Outreach Program provides summer instruction for four different organizations: Summer Enrichment Program (UW-Health Sciences), John Muir Summer Program, South Madison Neighborhood Center, and WilMar Community Center. During one semester Eagle School arranged for an after school Swahili program.

Instructors

The Swahili position for summer programs attracts a variety of both American and Africans. Several factors contribute to the instructors willingness to teach. During the summer, graduate students and spouses have more time to focus on instruction. Salaries can be negotiated to supplement the academic year income. Programs provide various formats to meet instructors' time limitations. Furthermore, since few teaching assistantships are available at the university level, some graduate students seek a

language teaching experience for future employment. Other instructors believe that in the future they may need this experience with grades 6-8 transescents as part of their African outreach commitment.

The instructors' competencies range from a Wisconsin certified English teacher to non-certified with no education courses and no language teaching experience. Most are U.S. trained Swahili speakers having Swahili training in East Africa. None of the instructors are first language speakers. Two instructors have taught at this level in Kenya and Zaire respectively, but none have middle school teaching experience in the U.S.

The Eagle School instructor is a parent and volunteered her services for one semester at a time when two of her children could benefit from the instruction. She also is a professor of Swahili at the University and taught most of the graduate students who participate in the Swahili outreach programs.

Students

For all of the summer programs, minority and low-income students are the targeted population. The UW-Summer Enrichment Program (SEP) students submit competitive applications. Once accepted these students attend SEP for three consecutive summers. Consequently, the student motivation is high.

In contrast to the University programs, the community center summer programs are open to all transescents in the designated neighborhood. Few students are denied participation. Because of this open recruitment policy, attendance fluctuates for each

meeting. At two of the centers elementary and middle school students are mixed.

At the Eagle School, the enrolled gifted students are very motivated. After school activities draw students from various grade levels. Eagle maintained a multi-aged classes and a small community setting. Therefore, mixing of students in the Swahili class was not a problem.

Class facilities

The facilities vary according to the program. For the UW SEP, the instructor reserves a room in the building designated for language learning. Consequently, the instructor has full access to the language laboratory comprising tapes, videos, slides, and satellite broadcasts. Because the rooms are shared throughout the day, posters and other visuals cannot be left in the room.

The community center programs provide either a large room in the basement or a classroom. Although the rooms are used throughout the day, visuals can be left on the walls to help remind students about Swahili during the week.

Eagle School arranges for typical classroom facilities. Because meetings are only once per month, the instructor brings all materials and does not leave any visuals for displays.

Materials

All materials are teacher generated. The provisions for support materials in teaching varies according to location. Instructors utilized additional materials including videos, slides, poster, games, books, artifacts, and newspapers from the African

Studies IMC, the Teacher Education IMC, the Madison Public Library, and personal resources. Each of the UW organizations provides a materials allowance. Instructors at WilMar requested a materials allowance.

Curriculum goals

The curriculum designed for the middle school level are less intense than the high school. These programs often are conducted in both English and Swahili. Nevertheless the basic novice level topics, vocabulary, and culture are touched upon. No creating with language involving sentences can be achieved. For instance, every student learns some greetings, numbers, days of the week, body parts, animals, and personal names. Some songs and games are taught as part of the cultural aspect. Minimal geographic study familiarizes students with East Africa. All the programs attempt to work on study and organizational skills.

Contact time. Students receive several time allotments. The UW extension programs designate either one week of two-hours of daily instruction or two weeks of one-hour daily instruction. In contrast, the WilMar program arranges a one-hour class for eight weeks. Meetings total 8 to 10 hours. Given this limited time, proficiency remains at a novice level of memorized vocabulary.

The UW extension programs provide some intensive continuity through daily meetings. Contact time is expanded through short homework assignments. In contrast to the UW programs, the community programs have little continuity from one meeting to the next as a result irregular student attendance. Since the community

programs are non-academic, instructors do not assign short homework activities as is done with the UW extension students. The Eagle school program is so infrequent most of the sessions have to be conducted in English about Swahili. Unfortunately, students forget much of the content between monthly lessons.

Current status

The middle school programs have a natural pacing for Swahili. Since the SEP is a three-year commitment, this program will continue. SEP provides its own funding and substantial logistical support. The UW extension programs currently taught by the same instructor have become an institutional program offering. The neighborhood center programs are less secure. Both funding and recruitment of students interested in learning Swahili are issues for future planning.

High School

The impetus for a Swahili program came from a parent request. Although her son studied a commonly taught language, she wanted him to study a language from the continent of her heritage. Through this parent's persistence, the local school board members and the Madison Metropolitan School superintendent authorized and financed high school instruction for three years. Although several models for LCT language (Russian, Chinese, and Japanese) instruction existed in Madison schools, none fit the Swahili situation. Initially, the Swahili program was conceived following the Dodge Foundation[8] grants for instruction of Chinese and the Wisconsin State Department of Public Instruction program for

instruction of Japanese.[9] However, neither organization could support Swahili instruction under the purview of its charter.

Instructors

During the high school experiment, three graduate students taught. All the teachers had completed three years of Swahili instruction at the University of Wisconsin since none of them were first language speakers or East African nationals. Two of the instructors had studied Swahili in East Africa through a Title VI language institute. Since two of the instructors had completed a teaching certificate in either English or English as a second language and had taught previously, they received temporary teaching credentials for their experience. One of the instructors had taken a foreign language methods course in preparation for the position. Consequently, the latter instructor was familiar with the Wisconsin *Guide to Curriculum Planning in Foreign Language*. The third instructor was a one-to-one tutor for the first year of the program.

Students

Although the course was announced the last day of class prior to summer vacation, over 25 students registered. Unfortunately, this registration process did not include incoming ninth graders from two middle schools. Some of the tenth grade students initially interested in Swahili could not enroll due to conflicts with required courses. One student commuted from another high school to attend. For the second and third years, approximately 15-20 students enrolled. About eight of the second year students

continued into the third year of the program.

Language experience. Since most of the students were concurrently studying another language, they were familiar with language learning. They expected Swahili instruction to be on the same level of intensity as the commonly taught languages. Most of the students took Swahili as another language opportunity as they continued their instruction in French, German, Spanish, Japanese, or Latin. Several students were international exchange students from Europe or Africa.

Minorities. Minority enrollments became a critical factor. Although the principal agreed to Swahili believing that it would attract a large number of African America students, only the initial tutored student was a U.S. minority student. For some minority students, the fact that the first two instructors were European Americans and not African American seems to have been a negative factor.

Class Facilities

The class met for 50 minutes daily during the first hour which was designated for eleventh and twelfth grade electives. Having the course at first hour allowed the instructors to come early and meet with their students who might require additional help. It also allowed for special activities which required additional time. After some negotiations, the class met in the same room throughout the year, allowing the instructors to use the bulletin boards for displays.

The instructors had a desk in the foreign language department

office and were ganted full access to the school facilities and resources. Taking time to consult with the other language teachers allowed one instructor to secure respect.

Materials

In order to provide articulation between the high school and the post-secondary level, the instructors chose the textbook which was familiar to nearly all U.S. Swahili instructors. This choice enabled students to be placed in programs around the country when they sought further study. All the instructors had studied from this textbook and were acquainted with its strengths and weaknesses. The Madison Metropolitan School District purchased 20 copies of *Kiswahili*[10] and several dictionaries. Instructors utilized additional books and video/ film/tapes from the University of Wisconsin library and media centers. The University of Wisconsin, Institute on Race and Ethnicity, awarded a small grant to purchase additional books, videos, and subscriptions.

Curriculum goals

Students who continued through the second year obtained about 240 hours of instruction. According to the Foreign Service Institute, this amount of time generally results in intermediate oral proficiency for adults. At the high school level, instructors taught students whose cognition level included abstract thinking and hypothesizing. Students were tolerant of different cultures and ways of speaking. From their experiences in other disciplines, they were familiar with logical thinking. These abilities permited the instructors to focus on intense language instruction

supplemented by cultural activities.

In addition, the instructors invited East Africans to give short presentations in Swahili to the class. These contacts permitted students to hear different accents and test their own oral proficiency. It also provided an opportunity for East Africans to visit a Madison school.

The curriculum was designed around the Wisconsin Department of Public Instruction[11] recommendations for first year languages. Teaching in Swahili as much as possible, each instructor included functional activities dealing with vocabulary of numbers, money, time, body parts, clothing, animals, foods, colors, and culture. They taught the past, present, and future along with the noun classes. One instructor made an effort to arrange for field trips, to use authentic materials, and to show videos in Swahili. In order to maintain a communicative goal, one instructor planned for frequent skits and pair activities. Assessment was based on both written and oral performance. As with the other language courses, students received official letter grades every nine weeks.

Articulation. The quality of instruction enabled students to gain admission to intermediate classes and to travel in East Africa. To our knowledge five of the 15 second-year students used their credits to meet language entrance or exit requirements at one of several post-secondary institutions. Three students have subsequently utilized their Swahili in summer research projects in East Africa.

Current status

The program was not continued after the third year for a variety of reasons including funding limitations, lack of minority enrollments, and recruiting a certified instructor.

Funding. Originally, Swahili was envisioned as a two-year language program which followed the model of Japanese and Russian being taught at the same school. When the enrollments declined below the school board requirement, the principal hesitated to lobby for the program. The school principal, who subsequently retired, could not justify a course which had less than 15 students. When the first and second year students were combined during the second year, the enrollment became financially insupportable.

Minorities. Since the program had not attracted any African America students nor were the instructors African America, it failed to fulfill the administration's view of minority needs. The new principal was not as inclined to experimental programs. Further, the parent who initiated the program moved from Madison. Other minority parents and community organizations were not as supportive either for the high school program or for advertising and promoting Swahili at the middle school feeders.

Unfortunately, the guidance counselor, the chair of the African Languages and Literature Department, and some minority community leaders discouraged the African American students from taking Swahili since they felt that the commonly taught European languages would provide greater academic and employment opportunities.

Certified Instructor. Although, the high school foreign language staff were very supportive of the Swahili program and did not believe that it competed with the commonly taught languages, the school and district believed that a serious program required a Wisconsin certified instructor of Swahili.

During the third year the instructor did not indicated interest in securing a license, because the district could not guarantee regular employment given the economic conditions. Furthermore, the school now required first and second year Swahili to meet together which made class preparations doubly difficult. Furthermore, the Madison Teachers Incorporated (teachers union) could not support an unlicensed employment. Since instructors held multiple graduate degrees, the salary, even for a 1/6 position, was high. And yet, from the instructors' point of view the salary (without benefits and with union withholding) was not sufficiently attractive to invest in the education courses to become licensed for a position which was tentative. Although the administration cancelled the program, the parents, students, and school faculty viewed the Swahili program as a positive experiment. They believed that it served a valuable role in focusing on Africa for a school which tended to ignore that continent.

Problems and Recommendations

In an informal survey, the instructors of these nine K-12 Swahili programs suggested several recommendations for organizers of future African and LCT language programs.

Instructors

Academic programs at public schools must have teachers who hold foreign language certification. Instructors must obtain training in foreign language methods, experience in the target language country, knowledge of the students of the particular level, and familiarity with the state and district curriculum for the school level.

Instructors admit that training in foreign language pedagogy at the elementary and secondary levels would have helped them understand the needs of their students and their learning capabilities. Several instructors were not familiar with the variety of foreign language methodology currently in use. They tended to fall back on a grammar translation or audio-lingual method. Only two instructors were familiar with pair work, language ladders, Gouin series, total physical response, passwords, and culture capsules and clusters. Only three of the instructors had training in developing a lesson plan and unit. Some instructors felt uncomfortable about spiraling and reteaching topics of the previous lesson.

- The African Studies Program has proposed a certification program for Swahili. The Department of African Languages and Literature could make a major contribution by collaborating with the Department of Curriculum and Instruction in implementing the proposed certification. (Appendix B)

Students

Parents and guidance counselors or student advisors must be aware and supportive of the program. To recruit students, the

instructor must also convince the parents and community leaders of language instruction value. Moreover, the current Wisconsin legislation, stipulating middle school language offerings, can facilitate this edification process. However, public relations is more critical. Also, several instructors questioned the equity of targeting certain students for summer or after school programs. Finally, minority students cannot be the only justification for Swahili or any other LCT language offering.

- All U.S. students should have an opportunity to study languages from various continents, not merely Western Europe.

Class facilities

Facilities at the various organizations never appeared to be a concern to the teachers. Most classes convened in large basements or in classrooms having moveable desks so that students could dance and play games. The temporary nature of instruction limited the amount of decorating each group could do.

- Organizations should provide a permanent room where students can decorate the walls with visual reminders of the language.

Materials

A critical component of teaching Swahili is materials. Few materials are actually designed in a communicative framework with proficiency goal for any K-12 level. As more instructors become familiar with language instruction and the integration of authentic materials, they will solicit friends in East Africa to send items. Although materials are published in Swahili in East Africa, they are expensive and difficult to secure from the U.S. Unlike the

commonly taught languages, no clearing house exists. The development of materials assumes that the author is familiar with the student, the language, and the methods of instruction. In the past most materials were written by linguists using grammar - translation or audio-lingual methods of instruction. Consequently, the Madison teachers spend enormous amount of time creating materials for each activity, lesson, and unit.

- The African Language Teachers Association[12] has created a Swahili task force to focus on these issues.

Curriculum development goals

Although most of the materials will focus on novice level instruction, each activity must have a communicative context for the appropriate age level. These materials should include the five language skills of listening, speaking, reading, writing, and culture. An interdisciplinary thematic unit is critical at each level.

- Teachers and curriculum developers can benefit from the Madison Metropolitan School District, *K-12 Program Evaluation Foreign Language Program Intent Document*, the Wisconsin *A Guide to Curriculum Planning in Foreign Language*, the North Carolina *Building Bridges: Guide to Second Language in the Middle Grades*, and the California *Foreign Language Framework*. Table 1 summarizes the competency levels appropriate for K-12 grades as outlined in the California document.

Expectations
Swahili - Group I Language

Table 1

	Novice Competence	Intermediate Competence
ACTFL-oral proficiency	0-240 hrs. novice proficiency rate (adult)	240 hrs. intermediate proficiency rate (adult)
Grade level	Elementary, middle, high school	High school (2/3 years)
Listening	Understand memorized material at elementary level	Understand routine speech and conversations
Speaking	Communicates memorized materials at elementary level	Participates in basic communication tasks, combines and recombines basic speech elements.
Culture	Aware of stereotypes, handles cultural dimensions of everyday activities	Perceives cultural differences and recognizes points of misunderstanding; handles aspects of more complex situations
Reading	Recognizes alphabet and understands memorized written texts	Understands main ideas, facts, and narratives in textbooks dealing with everyday matters
Writing	Can copy, transcribe, and write memorized texts	Writes short messages and simple letters; takes notes, writes simple summaries
Vocabulary	Understands 800-1600 words, uses 300-600 words; frequently encounters basic everyday topics	Understands 1000-3000 words; uses 600-1000 words; frequently encounters general topics

(Appendix C)

Collaboration. Although most organizations provide names of other instructors employed in the programs, several instructors indicate that they would like additional time to interact with the

other teachers. This time permits coordination of instruction on themes or interdisciplinary approaches. The curriculum remained tied to the instructors' capabilities and the limited time that they had to work with the students.

- Administrators should allocate preparation time and collaboration time base on hours of instruction.

Expectations. One of the issues mentioned by all instructors is their failure to communicate to both students and parents expectations of the course. A clear definition of the program goals specifically for Swahili would have reduced the frustration for all. Several coordinators indicated that teachers lacked the ability of pacing activities, the knowledge of group management, and the integration of social skills.

- Teachers should circulate an interest inventory at the beginning of each new class. In addition, teachers can facilitate language learning by utilizing a learning strategies instrument. Finally, teachers might utilize one of several class evaluation forms to help assess their teaching.

Schedules. Both the coordinators and instructors agreed that the schedule of one hour or two hour blocks per week or month resulted in diminishing returns. The children's attention spans are short. This experience verified the current research shows shorter classes held more frequently would benefit the children and reduce their frustration levels. Unfortunately, few of the instructors sought to participate in short classes since the preparation and travel would consume more time. The financial

rewards were not substantial enough to encourage their higher level of continued participation.

- Administrators should arrange frequent, 30 minute session with smaller groups of students.

Planning. All the instructors commented on the need for meticulous planning. Developing short activities of not more than ten minutes with clear directions is critical in maintaining the interest of younger students. Including many visuals helps to illustrate a vocabulary or culture. Movement in the activities is essential. Energy needs to be captured in a learning activity. Since many of the instructors did not include sufficient numbers of comprehension checks in their lessons, they often assumed the students understood, when they did not. Their lack of experience with these age groups contributed to their misjudgment.

- Several ideas are basic in the development of the content:

  . short activities (10-12 minute)
  . variety (learner styles)
  . visuals and humor
  . different groupings
  . overview, examples, and check
  . concrete activities
  . action and movement
  . instruction be primarily in Swahili (discipline, directions, comprehension checks, culture)
  . skills include listening, speaking, reading, writing, and culture
  . meaningful communication rather than recitation

Current status

The African Studies Outreach Program anticipates that the two University of Wisconsin extension programs will continue. In addition, two other Wisconsin program have requested an instructor for the 1994 summer. Middle School College Access Program[13] is

another two-week enrichment program targeted for the minority population. The Summer Science Institute[14] also is considering a Swahili program with a science content focus. Although these three program are short and only exploratory, they do provide a window of information about East Africa for students.

A third potential summer program is through the Madison Metropolitan School District Summer School (Middle School). Administrators of this option want to provide on-going opportunities for students to continue their instruction during the academic year either at the middle school or high school. Therefore, they would like to see the high school program re-instated.

Conclusion

The Swahili program in Madison illustrates fundamental issues regarding teacher preparation and community support. Most program coordinators are willing to include Swahili in the offering. However, when it does not attract the sufficient numbers of targeted students, the administrators become disinterested. Thus, instructors need to maintain clear lines of communication with administrators, parents, students, and community officials.

All of these recommendations require funding. The burden of securing grants is with the Title VI African Studies Programs. Several funding agencies are targeted for instructor salary and materials. However, the funding agencies assume that the instructors are certified by language and age level. Therefore,

the cooperation of the Department of African Languages and Literature with the School of Education and the Wisconsin Department of Public Instruction is crucial for further Swahili programs in Madison.

In summary, a successful LCT program requires the integration of these factors: cooperation of the school/organization administration, enthusiasm of the community and parents, qualified instructors and substitutes, interested students, collaboration with other instructors, adequate facilities, sufficient budget, well planned curriculum and materials, articluation with other feeder programs, and appropriate scheduled class time.

15 August 1993

Notes

1. The following people assisted in preparing this article: Kayla Chepyator, Betty Franklin, Magdalena Hauner, Anne Lessick-Xiao, and Josphat Mweti.

2. The following people assisted in preparing this article: Kayla Chepyator, Betty Franklin, Magdalena Hauner, Anne Lessick-Xiao, and Josphat Mweti.

3. For a complete list of outreach directors by area and university, contact Ann Schneider, Center for International Education, Department of Education, 7th & D St. SW, Washington, DC 20202-5247 or (202) 708-7283.

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5. Shaw, H. (1993) Swahili: one of the continent's most widely used African languages. *The Madison Times Weekly News* (16 July): 9.

6. Madison West High School, 30 Ash St., Madison, WI 53705 (608) 267-7001 % Chair, Foreign Language Department
University of Wisconsin, School of Education - Outreach, College for Kids, 153 Education Bldg., Madison, WI 53706 (608) 262-4650 % Elizabeth Kraemer
University of Wisconsin, Center for Health Science - Outreach, Summer Enrichment, 736 WARF Bldg. Madison, WI 53705 (608) 263-4900
WilMar Community Center, 952 Jennifer St., Madison, WI 53704 (608) 257-4576 % Anthony Cina
South Madison Neighborhood Center, 2001 Taft St., Madison, WI 53711 (608) 257-2606 % Orlando Bell
John Muir Summer Program, 6605 Inner Dr., Madison, WI 53705 (608) 829-4130 % Karen Danan
Eagle School of Madison, 1201 McKenna Blvd., Madison, WI 53705 (608) 273-0309
Thoreau Elementary School, MMSD Recreation Department, 1045 E. Dayton, Madison, WI 53707 (608) 266-6071 % Hanna Pinkerton or Patricia Werner, Foreign Language Program, Thoreau Parent Teacher Organization, 3870 Nakoma Rd. Madison, WI 53711 (608) 267-4200

7. Several organizations provide materials for the middle school level: Association of Supervision and Curriculum, Washington, DC - *The Middle School We Need*. National Middle School Association, Columbus, OH - *This We Believe*. Carnegie Council on Adolescent Development, New York - *Turning Points: Preparing American Youth for the 21st Century*, 1989.

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12. Antonia Schleicher, President - ALTA, or Anne Lessick-Xiao, Chair -Swahili Task Force, Department of African Languages and Literature, 866 Van Hise Hall, 1220 Linden Drive, University of Wisconsin, Madison, WI 53706

13. UW Education, Middle School College Access, 349 Education Bldg., 1000 Bascom Mall, Madison, WI 53706 (608) 262-7415 % Sharon Prince

14. UW Education, Summer Science Institute (608) 265-2125 % José Rios

Apprendix A

Madison Swahili Program
K-12 Academic/Summer Instruction

	MMSD-West High	MMSD-Thoreau Elem.	Eagle School	UW-Ed. College for Kids	UW-Health Summer Enrichment	John Muir Summer Program	South Madison Neighbor-hood Center	WilMar Community Center
Dates	1988-91	1992-3	1987	1990-3	1992-3	1993	1993	1992, 93
Program type	academic	after school	after school	summer	summer	summer	summer	summer
School type	public	public	private	public	public	public	public	public
Funding	MMSD	PTO-Rec.	Tuition	UW grant	UW grant	Madison	Madison	Madison
Recruitment	open	open	open	application	application	open	open	open
Model	sequential	auxiliary	auxiliary	explore	explore	explore	explore	explore
Grade level	10-12	3 (minority)	2-8	4-5 (gifted)	6-8 (minority)	2-8 (minority)	2-8 (minority)	2-5/6-8 (minority)
Prog. length	15 wks 30 wks	2-8 wk sessions	5 mns.	2-1wk sessions	1-2/3wk session	4 wks	4 wks	4/4 wks
Hours/day	50 min.	50 min.	2 hrs.	2 hours	1 hour	1 hour	1 hour	1 hour
Days/week	5/wk	1/wk	1/mn.	4/wk	2-4/wk	2/wk	3/wk	1/wk
Total Contact	75/150 hrs.	7 hrs.	10 hrs.	8 hrs.	4-12 hrs.	8 hrs.	12 hrs.	4/4 hrs.
T. Payment	salary 1/6	$11/hr + prep $11	Volunteer	$360/wk	$16/hr + prep $16	$25/hr	$25/hr	$400
# Students	1/15/18	10 varied	12	10/10	60	varies	varies	30/30
Curriculum	Text + other	T. developed	T. developed	T. developed	T. developed	T. developed	T. developed	T. developed
Homework	yes	minimal	no	minimal	minimal	no	no	minimal
Assessment	Oral & written = grade	none	none	quiz-oral, no grade	quiz-oral, no grade	none	none	none
Instructors	3	2	1	2	2	1	1	3
Nationality	US/US/Ghana	US/US	Czech.	Burundi/US	US/Kenya	Kenya	Kenya	2 US/Kenya
Degree	MA/MA/MA	MA/MA	PhD	MA/MA	MA/BA	MA	MA	MA/MA/MA
Discipline	History Literature Linguistics	Literature History	Linguistics	Linguistics Linguistics	Linguistics Ag. Econ.	Cur & Inst	Cur & Inst	Literature Literature Cur & Inst
Certification	/ESL/Eng.	ESL/no	no	1/1 course	1/0 course	Eng.	Eng.	ESL/no/Eng.
Tutor experience	no/yes/no	yes/no	yes	no/yes	no/yes	yes	yes	no/yes/yes
Previous Teaching (any level)	no/yes/yes	yes/yes	yes	?/yes	yes/yes	yes	yes	yes/yes/yes

Appendix B

TEACHER CERTIFICATION IN SWAHILI
DPI - REQUIREMENTS
University of Wisconsin
Proposed Certification Requirement

In the State of Wisconsin a teaching certificate in K-8 is required of all foreign language instructors in academic public school programs. The Wisconsin legislature has passed a law 120.05.02 requiring all school districts to offer a foreign language in 7th and 8th grade beginning in 1994-5 academic year.

Qualifications for Middle School
Instructor of Swahili
(FLES/FLEX)

0. General Requirements[1]
   - A. Ability to establish rapport with colleagues, parents, and children
     1. Skill in involving parents in the Swahili program
     2. Understand and enjoy children
   - B. Skill in management of U.S. elementary/middle school class
     1. Create an affective & physical environment
     2. Understand & apply research on school effectiveness
     3. Skill in classroom management and conflict resolution
   - C. Know elementary/middle/high school curriculum
     1. Approach instruction holistic, integrated, content-based
     2. Select & sequence activities appropriate to student development
   - D. Coordinate skill development with first language acquisition
   - E. Understand precepts of communicative language instruction & untilize strategies to support these precepts
   - F. Use the target language with cultural appropriateness
     1. Knowledge of how to teach culture (social studies)
     2. Draw on target language cultural materials for youth
     3. Multiethnic, multicultural sensitivity
   - G. Near-native proficiency (LSRWC) in English
   - H. Knowledge of Swahili linguistics relevant to goals of Level I
   - I. Knowledge of children's literature in the target language
   - J. Knowledge of child psychology and child development
   - K. Conversant with research relevant to the teaching of foreign languages in middle school

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I. Swahili Requirements (Dept. of African Languages & Literature)

A.	Culture and Civilization (choice of 2 courses)		6 cr.
	1. Islam: Religion and Culture	- 370	
	2. Introduction to African Lit.	- 201	
	3. History of East Africa	- 444	
	4. Introduction to African Studies	- 277	
	5. Music Kiganda Xylophone	- 361	
	6. Introduction to Swahili Culture	- 103	
	7. Introduction to African Art	- 241	
B.	Language		
	1. First Year	- 331, 332	10 cr.
	2. Second Year	- 333, 334	10 cr.
	3. Third Year	- 435, 436	6 cr.
C.	Linguistics (choice of 1 course)		3 cr.
	1. Sounds of African Languages	- 202	
	2. Introduction to African Linguistics	- 301	
	3. Language in Society in Africa	- 500	
	4. African Linguistics - Morphology	- 503	
D.	Literature		
	1. Swahili Literature	- 699	6 cr.
E.	Residence in a country in which Swahili is spoken		
	1. US DOE - GPA Summer Swahili Institute (8 wks summer)		
	2. Florida/Wisconsin - Univ. of Dar es Salaam (9 months)		
	3. University of Dar es Salaam, Tanzania (8 wks summer)		
	4. Florida - Makerere University Biology (8 wks summer)		
	5. Illinois - Egerton University, Njoro, Kenya (9 months)		
	6. UCLA/Stanford/Berkeley - University of Nairobi (9 months)		
F.	Proficiency assessment - (ACTFL) advanced, (FSI 2), MLA (Good) (listening, speaking, reading, writing, culture)		

II. Methods (Curriculum & Instruction)

A.	Practicum	- 24-	2 cr.
B.	Methods of Teaching a Foreign Language	- 34-	3 cr.
C.	Student Teaching	- 44-	12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Appendix C

SWAHILI SCOPE AND SEQUENCE

Proposed - Wisconsin Department of Public Instruction
(University of Wisconsin - Madison)
1993

LEVEL I - Basic (Novice/Elementary)

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery.

The following is a program designed for application of FLES/FLEX/Immersion instruction at the middle school level of Group I languages. The amount of time required for mastery will vary according to student age, motivation, school/parent cooperation, and class sessions. Swahili and Afrikaans are two African languages classified as Group I languages. Other African languages will require additional time since they are classified as Group II, III, or VI languages. This classification is a consensus of linguists and second language educators at the Foreign Service Institute, Interagency Roundtable, Peace Corps, Defense Language Institute, Educational Testing Service, the American Council for the Teaching of Foreign Languages, the Modern Language Association, and HEA Title VI Language and Area Studies Centers.

SWAHILI OVERVIEW
Level I BASIC CURRICULUM CONTENT
BASIC SURVIVAL IN THE CLASSROOM
(150 hours = 2 semesters/1 Yr. = 1 hr./day x 5 days/wk x 30 weeks)

Overview - Level I

Students will: (Functions)

I. Understand and produce memorized utterances and sequences in oral and written form.
II. Develop listening, speaking, reading, writing, cultural skills to be able to meet survival needs in the classroom dealing with recurring events and functions.
III. React in a limited way, in a social situation without complications.
IV. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.
V. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.
VI. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.

A. Verbs

Most common forms of verbs--

kuwa (ni)
kuwa na (na)
kwenda
fanya

Present tense, all classes and persons (**na**)
Correct word order, correct infix order (**"strove"**)
Negation (**si, hapana**)
Interrogative sentences with intonation
React appropriately to imperatives in classroom situations
Respond to structured questions in the past tense (**li**)
Respond to structured questions in the present perfect tense (**me**)
Respond to structured questions in future (**ta**)
Respond to structured questions of location (**po, mo, ko**)

B. Other Parts of Speech/Idioms

Common nouns (singular/plural)
Pronouns (subject, emphatic, object, demonstrative)
Adjectives (possessive, demonstrative, descriptive)
Basic prepositions
Adverbs of quantity, degree, time
Expressions of necessity
Interrogatives
Classroom expressions

C. Topics and Vocabulary

health	**afya**
body parts	**sehemu za mwili wa binadamu**
greetings	**salamu**
leave-takings	
weather	**hali ya hewa**
directions	**upande**
time	**saa**
age	**umri**
days of the week	**siku za wiki**
months	**miezi**
seasons	**majira**
alphabet	**herufi za lugha**
numbers (cardinal/ordinal)	**hesabu**
colors	**rangi**
family members (pets)	**jamaa, familia**
animals	**wanyama**
rooms of the house	**vyamba vya nyumba**
classes and courses	**madarasa**
meals and foods	**vyakula**
clothing	**nguo**
classroom objects and routines	
interjections, fillers, and rejoinders	
personal activities	

D. Culture

awareness of register levels in greetings and other interactions
appropriate gestures/kinesics
typical Swahili names
daily life
leisure activities
Swahili syntax for time, dates
basic geographic information about East Africa
songs, rhymes, poems, saying, proverbs

Function: Applying Memorized Materials
Level I Overview

I. Students will understand and produce memorized utterances and sequences in oral and written form.

1. respond to basic questions in class
   a. regular verbs **kuwa, kuwa na, fanya, kwenda, kula, kuja**
   b. common nouns, pronouns, adjectives, prepositions
   c. health, weather, time age, family, pets, classes, meals, personal activities
   d. vary register levels, gestures, Swahili names
2. repeat such basic questions, asking them of other students
   a. interrogative forms (sentence syntax)
   b. interrogative expressions
   c. same as above
   d. register level you (s), you (p), respect
3. recite sequences
   a. verbs of to be **kuwa (ni/si), verbs of location**
   b. appropriate expressions
   c. alphabet, days of week, months, seasons, numbers
   d. reading and writing time/numerals
4. respond to visual cues
   a. verbs of to be and to have **kuwa (ni/si), kuwa na (kuna)**
   b. common nouns, adjectives, pronouns, prepositions
   c. colors, time, family, pets, rooms, body parts, clothing, classroom objects, meals, directions
   d. geographical information, 12/12 hour clock
5. recite cultural materials
   a. as needed
   b. idioms as needed
   c. vocabulary as needed
   d. songs, rhymes, poems, sayings, proverbs, tongue twisters

II. Students will develop listening, speaking, reading, writing, and cultural skills to be able to meet survival needs in the classroom dealing with recurring events and functions.

1. seek information
   a. interrogatives with verbs (syntax)
   b. interrogative words
      (**nini, -pi, nani, gani, je, lini, ngapi, wapi, kwa nini**)
   c. classroom routines (pages, exercises, objects, assignments, directions)
   d. culture as needed
2. express confusion
   a. negation of verbs (**sifahamu, sijui**)
      simple commands (**sema tena, sema kwa sauti**)
   b. requesting new vocabulary (**polepole, unataka kusema nini?, unasema gani xx kwa kiswahili?**)

c. fillers (**sawa, yaani, aise,**)
d. register levels (**tafadhali, asante, niwie radhi**)

3. follow directions
   a. singular/plural imperatives (affirmative/negative) (**funga kitabu chako/ fungeni vitabu vyenu, tusome, usisome sana/ msisome sana**)
   b. prepositions (**kwa, pamoja na, kwenda, katika, kutoka**)
   c. classroom routines
   d. vary register level
4. makes excuses and ask permission
   a. permission (**unaweza..., ninataka, ninapenda**)
   b. expressions (**je lazima..., haja, kuhitaji**)
   c. classroom routine/homework
   d. vary register level
5. express emotions
   a. verbs - (**kuwa, penda, kuchukia, kukasirika, kuchosha**)
   b. adjectives of emotions (**furaha, huzuni**)
   c. rejoinders of pleasure, disappointment, frustration
   d. register for intensity (**kweli, mwongo**)

III. React in a limited way, in a social situation without complications.

1. use appropriate greetings and leave-takings
   a. verbs (**Hujambo/sijambo, tutaonana, hodi**)
   b. expressions (**shikamoo/marahaba, habari, vipi, kwa heri**)
   c. greetings, health expressions
   d. vary register
2. use typical Swahili names and titles appropriately
   a. identify self - (**Jina langu ni...**)
   b. nouns and titles (**mwalimu, mzee, bibi, bwana**)
   c. implications of titles, names & occupations
   d. meaning of names (Arabic, Swahili, Christian)
3. give personal information in several sentences
   a. compound verb expressions (**fanya kazi**)
   b. common nouns descriptive and possessive adjectives
   c. health, name, age, family, pet
   d. reactions to health conditions, birthdays, deaths, weddings, naming ceremonies

IV. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.

1. present tense - **na, me, hu**
   a. variation on verb form (**ninataka, nataka**)
   b. as needed vocabulary
   c. personal activities - leisure time, school events, vacation, sports, clothing, courses, rooms, meals
   d. leisure time, weekend, vacations, sports, courses
2. past tense - **li, ku**
   a. verbs - **fanya, kuwa, kuwa na, kwenda, kuja, kula**

b. adverbs of past (**jana, jumapili ya zamani**)
c. same as above

3. future - **ta**
   a. verb marker and present + adverbs of time
   b. adjectives and adverbs of futurity (**kesho, kesho kutwa, wiki ijayo**)
   c. same as above

V. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.

1. respond realistically to basic question
   a. react to interrogative syntax of known verbs
   b. utilize known interrogative words, adverbs of quality and quantity, definite article
   c. use known vocabulary in topics such as health, weather, time, days, and dates
   d. Swahili syntax for time, gestures
2. manipulate memorized materials to fit the situation
   a. utilize known verbs
   b. utilize known expressions
   c. health, weather, time, day, dates, season, directions, alphabet, spelling, numbers, classroom objects
   d. capitalization and punctuation
3. give short description
   a. affirmative/negative (**Kuwa, Kuwa na, Kuna/Si, sikuna**)
   b. use known items
   c. same as above
   d. geography and cultural information
4. answer questions
   a. react to interrogatives (**kwa sababu**)
   b. use locatives (**hapa, huku, humu**) or (**-ni**)
   c. use known vocabulary (place names)
   d. social customs of daily life, holidays, meals
5. express agreement and disagreement with others
   a. known verbs **kuwa, kuwa na, kuna, fanya, penda, kunywa**
   b. rejoinders of agreement/disagreement
   c. know vocabulary, rejoinders (**sawa,...**)
   d. register level and culturally appropriate

VI. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.

   a. utilize known verbs
   b. adjectives of color, size, quality, appearance, adverbs of quantity and degree, possessive adjectives
   c. known vocabulary cued by topic
   d. cultural items cued by topic/visual

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Editor - Marcia Rosenbusch, Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011